

## **School Improvement Plan - PL221 Version - 2009-2012**

**May 22, 2009 12:48:41**

### **Anna Brochhausen School 88 (5588)**

**Indianapolis Public Schools**

**Indianapolis, IN**

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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# School Improvement Plan Introduction

Anna Brochhausen School 88

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- PL221
- Title I Schoolwide

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
  - Academic expectations
  - Curriculum content
  - Instructional practices
  - Classroom assessment
  - Extra help
  - Student guidance
  - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

## **Using Data for Decision-Marking**

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

## **Implementation Next Year**

Our work next year will be guided by the to-do list that we have developed for each strategy. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

Questions about the School Improvement Plan should be directed to the building principal.

# Reviewer Guide

## Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at [www.asainstitute.org/publicsip](http://www.asainstitute.org/publicsip). During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

\* The full Force Field Report may be obtained from the school's online School Improvement Plan at [www.asainstitute.org/publicsip](http://www.asainstitute.org/publicsip)

\*\* In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

## Steering Team

- Scott Armstrong - Community Representative
- Sylvia Farahan - Teacher
- Denisa Fisher-Spencer - Administrator
- Desiree Lobb - Parent/Guardian
- Emilee Matthews - Administrator
- Cortnie Query - Teacher
- Sebastian Ranly - Teacher

## Strategy Chairs

- Amy Bishopp
- Rachel Blumke
- Sylvia Farahan
- Emilee Matthews
- Wanda Motley
- Jennifer Myers
- Sheryl Reed

## Community Council

- Frank Adams - Captain
- Taline Amos
- Josh Bowling - Neighborhood Development Coordinator
- Lisa Brown
- Karen Campbell
- Peggy Esselmen - Executive Director
- Carrie Gaffney - Magnet Coordinator
- Chad Gardner - Nurse
- Kate Gardner - Researcher
- Deanna Garner - Owner-Construction Consultant
- Anita Harden - President
- Claudette Holcomb - Retired/Substitute Teacher
- Susan Hyatt - Preofessor of Anthropology
- Amy Klus - Dual Role Reading Coach
- Paula Lord - Computer Consultant
- Jennifer Martin - Accountant/Secretary of Rotary Club
- Mike Middleton
- Mary Moriarity-Adams - City-County Councilperson
- Alecia Parrish
- Ellie Pauley - Executive Director-Ransburg Y
- Carrie Radabaugh - Community Outreach Coordinator
- Betsy Reckert
- Sven Schumacher - Director of Foundation
- Donna Seevers
- Dave Stout - Planning Department
- Kristina Swatts - Realtor

- Steve Talley - Director of Public Safety Department/Former City Council President
- Sharian Taylor
- Keith Thompson - Sleep Disorder Clinic Manager
- Christy Wadley
- Roger Williams - Head Pastor
- Laura Winchester

# Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve. The third part of the vision statement describes the ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

## **We believe all students deserve:**

In IPS, where children come first, we believe that all students deserve a clean, secure, and inviting school that assures an intellectually safe environment so that students can have positive relationships with teachers. These relationships should provide: structure, high expectations, opportunities for success, consistency, and mutual respect. Diversity will be valued as demonstrated by culturally competent practices. We believe all students deserve engaged teachers who are motivated to provide creative teaching strategies that will ensure student success. We believe students deserve real-life relevant instruction that will prepare them for successful post-secondary education and other opportunities in the world. We believe our students deserve challenging engaging curricula designed to meet their needs and quality tools to implement this curricula for academic rigor must be the norm in our school. To accomplish this students, parents, and community members must be essential partners in this educational vision.

## **All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:**

In IPS, all employees are responsible for student achievement that meets or exceeds state standards. In addition, all adults in our community live by these core convictions and daily demonstrate the importance of education and of life long learning. The adults behave in predictable dependable ways so that students can count on them to provide guidance and healthy nurturing environments. To insure that all students learn teachers want to work with students. These teachers are well-read, up-to-date on current research, and have a positive attitude toward education. These teachers work in an environment where the central administration and board are supportive of the staff and value academics more than sports. All IPS employees demonstrate professionalism and integrity. Adults will communicate in a clear, open, and timely manner with parents, students, and one another. In this environment, volunteers are welcome, professional development is encouraged and provided without loss of instruction to students, and teachers are encouraged to be reflective of their own practice and make adjustments as appropriate.

## **In this environment where all adults are living by their core convictions, all students:**

In this safe, stimulating, nurturing environment where potential is discovered and nurtured and adults all live by their core convictions, students will listen and be respectful to teachers and one another. This will contribute to an environment where no bullying occurs because students will be so busy working and learning in a courteous way that there will be no opportunity for negative behaviors. All students will follow the IPS Code of Conduct. These students will arrive at school on time, curious, self-motivated, and excited about education. Students will demonstrate mastery of content through equitable assessment that reflects a variety teaching and learning strategies. Students are responsible for their learning and this results in achievement excellence for student success in IPS is the only option.

With this vision in place we can be assured that the Core Values of IPS—scholarship, respect, excellence, and courage—will be lived by all in the IPS community.

## **As a result of these efforts, our school's student achievement data is as follows:**

- % of students who are 3rd- 6th graders mastering ISTEP essential skills: 100%
- % of students who are passing all classes: 100%
- % of students who are at or above grade level in reading: 100%
- % of students who are at or above grade level in math: 100%
- % of students who are earning a 4.0 GPA on a 4.0 scale: 100%

# Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

## All Students (126 days) - ISTEP PL221 Category Placement Performance

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	57.0		47.2	57.0		62		67		72		100

## Black students - Pass ISTEP English/Language Arts

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	51	55	50	60	59	65		70		75		100

## Black Students - Pass ISTEP Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	43	45	42	50	72	55		60		65		100

## Free/Reduced Students - Pass ISTEP Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	47	50	41	53	74	60		65		70		100

## Special Education Students - Pass ISTEP ELA

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			19	30	34	40		50		55		100

**Special Education Students - Pass ISTEP Math**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			25	35	34	45		55		60		100

**Third Grade Students - Pass ISTEP Writing Process applications**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	71		28	40	57	60		70		75		100

# Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

## Local Areas of Concern

**Concern: Teachers do not have adequate feedback tools for instructional decision-making purposes.**

IPS district concern

**Concern: Black Females**

Black females scored the lowest in the school for ISTEP E/LA Vocabulary and Language Conventions for ISTEP 2008-2009.

**Concern: [blank]**

## Required Areas of Concern

**A. Parent Involvement**

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**J. Instruction by Highly Qualified Teachers**

**K. Attracting Highly Qualified Teachers**

**L. Early Childhood Transition**

**M. Parent Notice - Assessment Results**

**Q. School-Parent Involvement Policy**

**R1. Parent Right-to-Know Letter - Qualifications**

**R2. Parent Right-to-Know Letter - Non-Qualified Teacher**

**S. School-Parent Compact**

**T. Annual Parent Meeting**

**U. Focused Student Group**

**W. Timely Additional Assistance**

# Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

## Local Strategies

### AA. TESA —

Using the T.E.S.A. model, teachers will become sensitized to their expectations of all students and interact with students on a more equitable basis with an emphasis on involving low achievers and quiet students in classroom discussions and activities throughout the school year, August-May.

### BB. Administrator Walkthroughs —

The administrator will conduct "walk through" with each teacher at least once a week during which the administrator will look for student orientation to work, curriculum decisions, delivery of instruction, read the walls, teacher expectations (TESA), cultural competencies and health/safety issues throughout the school year. The principal will provide mentoring to teachers as needed.

### DD. Graduation Plan —

The school will develop and require a Graduation Plan for student in grades 6 through 12.

## Required Strategies

### A. Parent Involvement: Parent Liaison —

The parent liaison will provide information, peer support, and training for parents in IPS through 1) a minimum of 10 home visits per month, 2) phone calls to homes, and 3) workshops throughout the school year, August - May

### F. Encourage Rigorous Curriculum: Curriculum Mapping —

Tier III and IV Leadership Teams will present to staff members the Pacing/Consensus maps and individual maps for Language Arts. Teachers will be instructed how to add to the individual maps so that it becomes the teachers lesson plans for Language Arts throughout the school year, August-May. Also teachers will consistently use the district Language Arts Pacing/Consensus Maps in grades K-12 and individually map the units of instruction using the Rubicon Atlas software throughout the year.

### I. Focused Academic Area: 5-5-3-3 —

Teachers will implement in their daily instructional practices across the curriculum with a focus on Language Arts the 5-5-3-3 District-Wide Strategies of Comprehension Strategies. Vocabulary Strategies. Test Taking and Writing Strategies through the the school year. August-May.

### J. Instruction by Highly Qualified Teachers —

Our school will continue to maintain a staff of highly qualified teachers throughout the school year, August - May, by communicating with the IPS Human Resources Department. We will only interview and select candidates from a list provided by this department.

### K. Attracting Highly Qualified Teachers —

Our school will use the IPS Human Resources Department list of potential highly qualified teachers to interview for positions in our building throughout the school year, August - May. IPS Human Resources Department will promote through their recruiting process and give recommendations to schools for interviews. The SBDM committee will continue to use the current interview process to attract highly qualified teachers. Highly successful student teachers will be recommended for an interview for future positions.

### L. Early Childhood Transition: Teacher Training For Parent Involvement —

Teacher training for building partnerships with families will be offered during the school year, August - May, by staff members.

**L. Early Childhood Transition: Transition Team —**

Throughout the school year a transition planning team involving school personnel and families will implement a jointly developed plan to help promote a smooth transition to Kindergarten. August - May.

**M. Parent Notice - Assessment Results —**

Classroom teachers will continue to send home weekly progress reports, midterm grades, and report cards to inform parents of their child's academic progress. In addition, standardized test scores will be sent home in a timely manner throughout the school year, August - May. These test results will include DIBELS, SRI, and ISTEP student reports.

**Q. School-Parent Involvement Policy —**

Our school will continue to implement the Title I Parent Involvement Policy throughout the school year, August - May.

**R1. Parent Right-to-Know Letter - Qualifications —**

At the beginning of the school year, the school will verify that the IPS District has sent a Parent Right-to-Know letter about teacher qualifications throughout the school year, August - May.

**R2. Parent Right-to-Know Letter - Non-Qualified Teacher —**

The school will send home a notice if children are not being taught by a highly qualified teacher throughout the school year, August - May.

**S. School-Parent Compact —**

Our school will continue the use of the School-Parent Compact that is discussed and distributed at Open House that all parents agree to and sign at the beginning of the 2009-2010 school year. These forms will be kept on file by the Title I staff.

**T. Annual Parent Meeting —**

Our school will continue to hold an annual parent meeting during the first month of school to inform parents about the Parent Involvement Policy, the School Parent Compact and the Title I program (ie services available, staff members, schedule, and types of activities for students and parents to do at home) and its impact on student achievement throughout the school year, August - May.

**U. Focused Student Group: Black Females —**

To isolate the selected group, the black females will receive additional assistance. The general education teacher, special education teachers, and title I teachers will use intervention time as needed to focus on language conventions and vocabulary with this group.

**W. Timely Additional Assistance —**

Teachers will schedule additional 30 minutes intervention/remediation time into their daily instructional time for students whose score indicates yellow grouping on Dibels, SRI, Predictor Assessments, and End of Semester Assessments. Teachers will schedule an additional 40-60 minutes invention/remediation time into their daily instructional time for students whose scores indicates red grouping on Dibels, SRI, Predictor Assessments, and End of Semester Assessments throughout the school year, August-May.

# Professional Development

**Alignment with the School Improvement Plan:** The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator’s knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

**Effective Learning Process:** The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

**Professional Growth Environment:** Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

## AA. TESA

Professional Development Activity	Funding	Activity Purpose
<i>TESA Strategy Chair Meeting</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
TESA Strategy Chair Meetings for previously trained schools	Other	

Professional Development Activity	Funding	Activity Purpose
<i>TESA Strategy Chair Meeting</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
TESA Strategy Chair Meetings for previously trained schools	Other	

Professional Development Activity	Funding	Activity Purpose
<i>TESA Building Level Training for TESA Awareness session</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Building level TESA Awareness Session for new faculty members in previously trained schools	Other	

Professional Development Activity	Funding	Activity Purpose
<i>TESA building level training for Workshop #1</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Building level training for TESA Workshop #1- Training for new faculty members in previously trained schools	Other	

Professional Development Activity	Funding	Activity Purpose
<b>TESA Building Level Training for Workshop #2</b>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Building level training for TESA Workshop #2-training for new faculty members in previously trained schools	Other	

Professional Development Activity	Funding	Activity Purpose
<b>TESA Building Level Training for Workshop #3</b>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Building level training for TESA Workshop #3-training for new faculty members in previously trained schools	Other	

Professional Development Activity	Funding	Activity Purpose
<b>TESA Building level training for Workshop #4</b>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Building level training for TESA Workshop #4-training for new faculty members in previously trained schools	Other	

Professional Development Activity	Funding	Activity Purpose
<b>TESA Building Level Training for Workshop #5</b>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Building level training for TESA Workshop #5-training for new faculty members in previously trained schools	Other	

## DD. Graduation Plan

Professional Development Activity	Funding	Activity Purpose
<b>Introduction to the 6th Grade Graduation Plan</b>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Introduce to the Social Worker/Counselors in the school who have 6th grade students all the 6th Grade graduation materials and required activities and timelines that must be completed by April 2010 with each student.	Administrators Other	

Professional Development Activity	Funding	Activity Purpose
<b>Graduation Plan Refresher Session</b>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
N/A K-6 only		

## A. Parent Involvement: Parent Liaison

Professional Development Activity	Funding	Activity Purpose
<i>Parent Liaison Professional Development</i>	Source: na Amount: \$na	Skill Building
Brief Description	Intended Participants	Activity Format
Title 1 staff at each school will provide parent liaisons with materials, ideas and instructions for monthly work packets they will take to parents during home visits.	Parents Other	Other

Professional Development Activity	Funding	Activity Purpose
<i>Parent Workshops</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Provide parent liaison with materials, ideas, and instructions for work packet.	Teachers Other	

Professional Development Activity	Funding	Activity Purpose
<i>Parent Workshops</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Visit homes	Other	

## F. Encourage Rigorous Curriculum: Curriculum Mapping

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts Mapping and Talking in Grade Levels K-12</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Review the mapping process and how to use Rubicon Atlas software so all trainers can be trainers for each schools Language Arts teachers and will be able to assist the school staff as we start the mapping process.	Teachers Administrators	

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts Mapping and Talking Grade Levels K-12</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Review with all Language Arts teachers at the schools the Language Arts Pacing/ Consensus maps and the individual Skeleton and the expectations for mapping the Language curriculum for daily lessons	Teachers Administrators Other	

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts Mapping and Talking in Grade Levels K-12</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Mapping ALL Language Arts lessons using the Individual Skeleton Mpas in the Rubicon/ Atlas software		

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts Mapping and Talking in Grade Levels K-12</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Language Arts Curriculum Mapping Review Meeting		

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts Mapping and Talking in Grade Levels K-12</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
All Language Arts teachers will be consistently following the district Pacing/consensus maps and individually mapping units of instruction in the area of Language Arts instruction.		

Professional Development Activity	Funding	Activity Purpose
<i>Tiers III, IV, and V team members will review with all Language Arts teachers the district Pacing/Con</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format

## I. Focused Academic Area: 5-5-3-3

Professional Development Activity	Funding	Activity Purpose
<i>Staff Training on 5-5-3-3 District-wide strategies (overview)</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Power points are provided to administrators and staff to conduct the initial meeting of the strategies. All power points and resources will be located on IPS Online under the curriculum and instructional accountability divisions.	Teachers Administrators Other	

Professional Development Activity	Funding	Activity Purpose
<i>Staff Training on 5-5-3-3 District-wide strategies (overview)</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Power points are provided to administrators and staff to conduct the initial meeting of the strategies. All power points and resources will be located on IPS Online under the curriculum and instructional accountability divisions.	Teachers Administrators Other	

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b>Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Vocabulary Strategies</b>	Source: Amount: \$	
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
After the initial overview of the 5-5-3-3 District-wide Strategies, the principal will conduct a training on: List Group Label utilizing resources from IPS Online. The staff will utilize this strategy the entire month of August with reflections presented during staff meetings.	Teachers Administrators Other	

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b>Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Vocabulary Strategies</b>	Source: Amount: \$	
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
The principal will conduct a training on Concept Definition Map utilizing resources from IPS online. the staff will utilize this strategy the entire month of September with reflections presented during staff meetings	Teachers Administrators Other	

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b>Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Vocabulary Strategies</b>	Source: Amount: \$	
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
The principal will conduct a training on Associations utilizing resources from IPS Online. The staff will utilize this strategy the entire month of October with reflections presented during staff meetings	Teachers Administrators Other	

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b>Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Vocabulary Strategies</b>	Source: Amount: \$	
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
The principal will conduct a training on Quickwrite utilizing resources from IPS Online. The staff will utilize this strategy the entire month of November with reflections presented during staff meetings	Teachers Administrators Other	

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b>Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Comprehension Strategies</b>	Source: Amount: \$	
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
The principal will conduct a training on Enhancing Descriptive Writing Within the Content utilizing resources from IPS Online. The staff will utilize this strategy the entire month of December with reflections presented during staff meetings	Teachers Administrators Other	

Professional Development Activity	Funding	Activity Purpose
<b>Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Vocabulary Strategies</b>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
The principal will conduct a training on Making Thinking Visible utilizing resources from IPS Online. The staff will utilize this strategy the entire month of January with reflections presented during staff meetings	Teachers Administrators Other	

Professional Development Activity	Funding	Activity Purpose
<b>Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Vocabulary Strategies</b>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
The principal will conduct a training on Note-Taking and Note-Making utilizing resources from IPS Online. The staff will utilize this strategy the entire month of February with reflections presented during staff meetings	Teachers Administrators Other	

Professional Development Activity	Funding	Activity Purpose
<b>Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Comprehension Strategies</b>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
The principal will conduct a training on Questioning utilizing resources from IPS Online. The staff will utilize this strategy the entire month of March with reflections presented during staff meetings	Teachers Administrators Other	

Professional Development Activity	Funding	Activity Purpose
<b>Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Comprehension Strategies</b>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
The principal will conduct a training on Summarizing utilizing resources from IPS Online. The staff will utilize this strategy the entire month of April with reflections presented during staff meetings		

## L. Early Childhood Transition: Teacher Training For Parent Involvement

Professional Development Activity	Funding	Activity Purpose
<b>How Teachers Get Parents Involved</b>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Three meetings will focus on educating educators with the assistance of parents, in the value and utility of contributions of parents and how to reach out to, communicate with, and work with parents as equal partners and building ties between the parent and school.	Teachers Parents	Presentation/Workshop

## L. Early Childhood Transition: Transition Team

Professional Development Activity	Funding	Activity Purpose
<i>District Kindergarten meetings</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Kindergarten teachers will participate in the monthly KTA meetings conducted by the District Kdg. coordinator and implement new ideas discussed in their classroom activities.	Teachers	

## U. Focused Student Group: Black Females

No professional development activities have been entered on [this strategy's plan](#).

If none is needed, please indicate so by checking the box on the [Professional Development Summary Entry](#).

## W. Timely Additional Assistance

No professional development activities have been entered on [this strategy's plan](#).

If none is needed, please indicate so by checking the box on the [Professional Development Summary Entry](#).

# Relationship Report -- Areas of Concern / Strategies / Data Targets

## Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

## Local Areas of Concern

### **Concern: Teachers do not have adequate feedback tools for instructional decision-making purposes.**

#### **Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

#### **Strategies to Impact This Concern:**

- AA. TESA
- BB. Administrator Walkthroughs
- DD. Graduation Plan
- I. Focused Academic Area: 5-5-3-3

### **Concern: Black Females**

#### **Data Targets Influenced by This Concern:**

- Black students -- Pass ISTEP English/Language Arts

#### **Strategies to Impact This Concern:**

- U. Focused Student Group: Black Females

### **Concern: [blank]**

#### **Data Targets Influenced by This Concern:**

#### **Strategies to Impact This Concern:**

## Required Areas of Concern

### **A. Parent Involvement (Title I)**

#### **Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

#### **Strategies to Impact This Concern:**

- A. Parent Involvement: Parent Liaison

## **F. Encourage Rigorous Curriculum (PL221)**

### **Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

### **Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Curriculum Mapping
- W. Timely Additional Assistance

## **I. Focused Academic Area (PL221, Title I)**

### **Data Targets Influenced by This Concern:**

- Black students -- Pass ISTEP English/Language Arts
- Special Education Students -- Pass ISTEP ELA
- Third Grade Students -- Pass ISTEP Writing Process applications

### **Strategies to Impact This Concern:**

- I. Focused Academic Area: 5-5-3-3

## **J. Instruction by Highly Qualified Teachers (Title I)**

### **Data Targets Influenced by This Concern:**

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

### **Strategies to Impact This Concern:**

- J. Instruction by Highly Qualified Teachers

## **K. Attracting Highly Qualified Teachers (Title I)**

### **Data Targets Influenced by This Concern:**

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

### **Strategies to Impact This Concern:**

- K. Attracting Highly Qualified Teachers

## **L. Early Childhood Transition (Title I)**

### **Data Targets Influenced by This Concern:**

- Black students -- Pass ISTEP English/Language Arts
- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math

**Strategies to Impact This Concern:**

- L. Early Childhood Transition: Transition Team
- L. Early Childhood Transition: Teacher Training For Parent Involvement

## **M. Parent Notice - Assessment Results (Title I)**

**Data Targets Influenced by This Concern:**

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Third Grade Students -- Pass ISTEP Writing Process applications

**Strategies to Impact This Concern:**

- M. Parent Notice - Assessment Results

## **Q. School-Parent Involvement Policy (Title I)**

**Data Targets Influenced by This Concern:**

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

**Strategies to Impact This Concern:**

- Q. School-Parent Involvement Policy

## **R1. Parent Right-to-Know Letter - Qualifications (Title I)**

**Data Targets Influenced by This Concern:**

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

**Strategies to Impact This Concern:**

- R1. Parent Right-to-Know Letter - Qualifications

## **R2. Parent Right-to-Know Letter - Non-Qualified Teacher (Title I)**

**Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

**Strategies to Impact This Concern:**

- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

## **S. School-Parent Compact (Title I)**

**Data Targets Influenced by This Concern:**

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

**Strategies to Impact This Concern:**

- S. School-Parent Compact

## **T. Annual Parent Meeting (Title I)**

**Data Targets Influenced by This Concern:**

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math
- Third Grade Students -- Pass ISTEP Writing Process applications

**Strategies to Impact This Concern:**

- T. Annual Parent Meeting

## **U. Focused Student Group (PL221, Title I)**

**Data Targets Influenced by This Concern:**

- Black students -- Pass ISTEP English/Language Arts
- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math
- Third Grade Students -- Pass ISTEP Writing Process applications

**Strategies to Impact This Concern:**

- U. Focused Student Group: Black Females

## **W. Timely Additional Assistance (Title I)**

**Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

**Strategies to Impact This Concern:**

- W. Timely Additional Assistance

## Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	AT THE FRONT OFFICE AND PRINCIPAL'S OFFICE	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	END OF THE YEAR TESTS-COVERS ALL STANDARDS PER SEMESTER MATH SCRIMMAGES-COVERS WEEKLY STANDARDS TAUGHT MATH TIMED TESTS-MULTIPLICATION, DIVISION, ADDITION, AND SUBTRACTION DIBELS MATH-COMPUTATION, PROBLEM SOLVING, MATH FACTS DIBELS READING-READING FLUENCY AND COMPREHENSION PREDICTORS - COVERS STANDARDS FOR THE YEAR READING SELECTION TESTS-COVERS SKILLS TAUGHT AND STORY READ FOR THE WEEK	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	WE WOULD LIKE TO WAIVE THE PREDICTOR TESTS THAT ARE GIVEN EVERY 9 WEEKS. WE WOULD REIMPLEMENT THE 4 1/2 WEEK BENCHMARKS. WE WOULD LIKE TO BE GIVEN FOUR STANDARDS FOR EVERY FOUR WEEKS INSTEAD OF A STANDARD A WEEK AND THEN A SCRIMMAGE. WE WOULD ALSO LIKE TO HAVE AN END OF THE SEMESTER TEST THAT IS A CUMULATIVE REVIEW OF ALL STANDARDS TAUGHT.	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	Due to reduction of funds we will consolidate the title 1 reading job and title 1 math job into a case load for one teacher.	Force Field Report G: Environment Additional Data #2

## To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

Report by strategy. Showing completed and yet-to-be-completed action steps.

### AA. TESA

**Feb 1, 2009:** Attend TESA strategy chair meeting

**Person:** TESA Strategy chair

**Activity:** TESA Strategy Chair Meeting

**Aug , 2009:** Conduct Building Level TESA Awareness session

**Person:** TESA Strategy Chair

**Activity:** TESA Building Level Training for TESA Awareness session

**Sep , 2009:** Conduct Building level training for TESA Workshop #1

**Person:** TESA Strategy Chair

**Activity:** TESA building level training for Workshop #1

**Oct , 2009:** Conduct Building Level training for TESA Workshop #2

**Person:** TESA Strategy Chair

**Activity:** TESA Building Level Training for Workshop #2

**Oct 1, 2009:** Attend TESA Strategy Chair Meeting

**Person:** TESA Strategy Chair

**Activity:** TESA Strategy Chair Meeting

**Nov , 2009:** Conduct Building Level Training for TESA

**Person:** TESA Strategy Chair

**Activity:** TESA Building Level Training for Workshop #3

**Dec , 2009:** Conduct Building Level Training for TESA Workshops #4

**Person:** TESA Strategy Chair

**Activity:** TESA Building level training for Workshop #4

**Jan , 2010:** Conduct Building Level Training for TESA Workshop #5

**Person:** TESA Strategy Chair

**Activity:** TESA Building Level Training for Workshop #5

### BB. Administrator Walkthroughs

**Sep 30, 2009:** Attend training for introduction to the Charlotte Danielson's On-Line PD program.

**Person:** District Strategy Chair person

**Activity:** Introduction to the Charlotte Danielson's On-Line PD program

**Oct 1, 2009:** Attend professional development session on Domain 2-Classroom Management

**Person:** Administrator, Directors Instructional Coaches, and/or InSAI Chair

**Activity:** Domain 2-Classroom Management

### DD. Graduation Plan

**Sep 1, 2009:** Attend 6th Grade Graduation Plan meeting

**Person:** Joan Harrell and Ginger Arvin

**Activity:** Introduction to the 6th Grade Graduation Plan

**Sep 1, 2009:** Principal, Media Specialist and Social Worker/Counselor of school with sixth grade students will meet and review the 6th grade graduation materials and resources

**Person:**

**Activity:** Review and discuss the 6th grade graduation plan materials and resources

**Oct , 2009:** Principal, and/or social worker/counselor will meet with the sixth grade students in a group and introduce to them the graduation plan and explain the steps that will take place through the school year to complete this plan

**Person:**

**Activity:** Introduce to students the 6th grade graduation plan its purpose

**Oct 1, 2009:** Attend Refresher Session on Graduation Plans

**Person:** Laverne Anderson and Janet Huck(IPS Lead Counselors

**Activity:** Graduation Plan Refresher Session

**Nov , 2009:** Media Specialist, principal or teacher will help students complete either electronically or by paper and pencil a learning styles inventory found on the Learn More Indiana website

**Person:**

**Activity:** Complete a learning styles inventory

**Dec , 2009:** Principal and/or social worker/counselor will lead a parent/student meeting where they learn the basics of the three different core 40 diploma options and parent and student pick on as a goal. Parents are to sign this plan

**Person:**

**Activity:** 6th grade graduation plan parent/student meeting

**Dec , 2009:** collect a checklist which indicates each students name listed in the activities they have completed as of december

**Person:** Amy Bishopp

**Activity:** Collect first semester/trimester follow up data

**Dec , 2009:** Media specialist or social worker/counselor or teacher will help students to complete either electronically or by paper and pencil a career interest inventory found on the Learn More Indiana website

**Person:**

**Activity:** Complete a career interest inventory

**Jan , 2010:** Social worker/counselor will work with parents and students in grades 6th, 7th, and 8th to submit and application for the Twenty-First Century Scholars Gear Up Program

**Person:**

**Activity:** Apply for Twenty-First Century Scholars Gear Up Program Grant

**Jan , 2010:** Social Worker/counselor, parent liaison or teacher will contact the parent to set up another time to meet with the parent to go over the graduation plan with parent and the student

**Person:**

**Activity:** Parents do not attend the 6th grade graduation plan meeting

**Feb , 2010:** Students lead by the teacher and/or social worker/counselor will go over and discuss the activities in the On Track mini magazine

**Person:**

**Activity:** Read the On Track mini magazine and complete the activities

**Mar , 2010:** Classroom teacher or Social Woker/Counselor will discuss with each student the results of inventories and career profile exploration and how it relates to their possible career interests and develop a career plan on the 6th grade graduation plan document

**Person:**

**Activity:** discuss the results of the Leaning Styles Inventory, career interest inventory and career profile ex

**Mar , 2010:** Principal will discuss the non-compliance and proper procedures will be followed so compliance timeline is met by individual

**Person:**

**Activity:** Media specialist or teacher do not have students complete the inventories

**Mar , 2010:** Social worker/counselor and/or parent liaison will make contact with the parent and encourage them to apply each year

**Person:**

**Activity:** Students do not apply for the Twenty-first Century Scholars Gear-Up Program

**Apr , 2010:** Students will complete all the activities and requirements for the grade level graduation plan in which they are currently enrolled

**Person:**

**Activity:** Complete the graduation plan

**May 1, 2010:** Collect a varivation form which has the teachers or social worker/counselors signature which indicates that each student has an updated graduation plan on file for the current school year

**Person:** Amy Bishopp

**Activity:** Collect final semester/trimester follow up data

**May 1, 2010:** Include in the documentation a sample of a completed graduation plan form each grade level

**Person:** Amy Bishopp

**Activity:** Collect final semester/trimester follow up data

## Early Childhood Transition

**Aug 11, 2009:** Prior to the beginning of the school year, have an Open House for new Kdg. studetns and parents to acclimate the child to school.

**Person:** Kindergarten teachers/administrator

**Activity:** Student Transition to Elementary School

**Sep 30, 2009:** Attend monthly District Kdg. teacher meetings

**Person:** kdg. teacher

**Activity:** District Kindergarten meetings

**Sep 30, 2009:** Attend three workshops focusing on Teacher/Parent Partnerships

**Person:** Linda Hogan and Joan Harrell

**Activity:** How Teachers Get Parents Involved

**Sep 30, 2009:** Conduct monthly Parent Workshops for preschool parents and Kdg. parents

**Person:** parent liaison/ kindergarten teachers

**Activity:** Kdg. Parent Workshops

**Oct 30, 2009:** Attend monthly district Kdg. teacher meetings

**Person:** kdg. teacher

**Activity:** District Kindergarten meetings

**Oct 30, 2009:** Schedule two Open Houses for Perspective Parents to visit the school

**Person:** Kindergarten teachers/Administrator

**Activity:** Open House Perspective Parents

**Nov 30, 2009:** Attend monthly District Kdg. teacher meetings

**Person:** Kdg. teachers

**Activity:** District Kindergarten meetings

**Jan , 2010:** Meet with Head start/ Even Start etc. organizations to coordinate and integrate parent involvement programs and activities for preschool students.

**Person:** Kindergarten teachers/administrator

**Activity:** Program Development

**Jan 30, 2010:** Attend monthly district Kdg. teacher meetings

**Person:** Kdg. teachers

**Activity:** District Kindergarten meetings

**Jan 30, 2010:** Attend three workshops focusing on Teacher/Parent Partnerships

**Person:** Linda Hogan, Joan Harrell

**Activity:** How Teachers Get Parents Involved

**Feb 28, 2010:** Attend monthly Kdg. teacher meetings

**Person:** Kdg. teachers

**Activity:** District Kindergarten meetings

**Mar 2, 2010:** Attend workshops on Getting Ready for Kindergarten

**Person:** Parent Liaison/ Kdg. teachers

**Activity:** Parent Workshops

**Mar 30, 2010:** Attend monthly District Kdg. teachers meetings

**Person:** Kdg. teachers

**Activity:** District Kindergarten meetings

**Apr 30, 2010:** Attend monthly district kdg. teacher meetings

**Person:** Kdg. meetings

**Activity:** District Kindergarten meetings

**Apr 30, 2010:** Attend three workshops focusing on Teacher/Parent Partnership

**Person:** Linda Hogan, Joan Harrell

**Activity:** How Teachers Get Parents Involved

**Apr 30, 2010:** Schedule two Open Houses for Perspective parents to visit school

**Person:** Kindergarten teachers/administrators

**Activity:** Open House Perspective Parents

**May 30, 2010:** Evaluations at the end of each Kdg. Parent Workshops

**Person:** Parent Liaison

**Activity:** Collect and compiled workshop evaluation

**May 30, 2010:** Collect the log in of how many perspective kdg. parents participated in activities developed

**Person:** parent liaison/ kdg. teachers

**Activity:** Evaluation

## Encourage Rigorous Curriculum

**Apr 20, 2009:** Percentage of Language Arts teachers who have followed the district Pacing/Consensus Maps in Language by using the unit skeleton maps to develop their daily instruction strategies.

**Person:** Principal

**Activity:** Collect baseline data

**Aug , 2009:** Map Units of Language Arts

**Person:**

**Activity:** Map units of Language Arts

**Aug , 2009:** Teachers will map and put in the Rubicon Atlas system thier individual maps

**Person:**

**Activity:** Map units of Language Arts

**Aug , 2009:** During staff development meeting they will review all the components and expectations of mapping for the school year

**Person:**

**Activity:** Tiers III, IV, and V team members will review with all Language Arts teachers the district Pacing/Con

**Aug 31, 2009:** Attend Review Mapping Training at their schools-Tier III, IV, V members.

**Person:** Principal

**Activity:** Language Arts Mapping and Talking in Grade Levels K-12

**Sep , 2009:** Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction.--takes place weekly

**Person:** All School Language Arts teachers

**Activity:** Language Arts Mapping and Talking in Grade Levels K-12

- Sep , 2009:** Principal will follow the IPS progressive Discipline steps for the teacher to comply  
**Person:**  
**Activity:** Teacher still are not completing individual maps for Language Arts in the Rubicon Atlas system
- Sep , 2009:** Principal will speak to teacher to find out why they are not individually mapping the units in Language Arts  
**Person:**  
**Activity:** Teacher will not complete individual maps for Language Arts in the Rubicon/ Atlas System
- Sep 2, 2009:** Attend Mapping Training-Tier III group  
**Person:** Tier III, IV, and V Group members  
**Activity:** Language Arts Mapping and Talking Grade Levels K-12
- Oct , 2009:** Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction.--takes place weekly  
**Person:** All School Language Arts teachers  
**Activity:** Language Arts Mapping and Talking in Grade Levels K-12
- Nov , 2009:** Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction--takes place weekly  
**Person:**  
**Activity:** Language Arts Mapping and Talking in Grade Levels K-12
- Dec , 2009:** Attend Language Arts Mapping Training-Tier III, TierIV, and V group members to review the process and make recommendations for revisions and changes that need to be considered and/or done.  
**Person:** District Curriculum Mapping Director and Members of Tiers III-IV-V group members for Language Arts  
**Activity:** Language Arts Mapping and Talking in Grade Levels K-12
- Dec 1, 2009:** Percentage of Language Arts teachers who have followed the district Pacing/Consensus Maps in Language by using the unit skeleton maps to develop their daily instruction strategies.  
**Person:** Principal  
**Activity:** Collect first semester/trimester follow up data
- Jan , 2010:** All Language Arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework  
**Person:** All Language Arts Teachers  
**Activity:** Language Arts Mapping and Talking in Grade Levels K-12
- Feb , 2010:** All Language Arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework  
**Person:**  
**Activity:** Language Arts Mapping and Talking in Grade Levels K-12
- Mar , 2010:** All Language Arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework  
**Person:**  
**Activity:** Language Arts Mapping and Talking in Grade Levels K-12
- Apr , 2010:** All Language Arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework  
**Person:**  
**Activity:** Language Arts Mapping and Talking in Grade Levels K-12
- May , 2010:** All Language Arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework  
**Person:**  
**Activity:** Language Arts Mapping and Talking in Grade Levels K-12
- May 1, 2010:** Percentage of Language Arts teachers who have followed the district Pacing/Consensus Maps in Language by using the unit skeleton maps to develop their daily instruction strategies.  
**Person:** Principal  
**Activity:** Collect final semester/trimester follow up data

## Focused Academic Area

**Apr 20, 2009:** % of teachers who attend the training and implement the Comprehension and Vocabulary, Test Taking and Writing strategies in daily lessons.

**Person:** principal

**Activity:** Collect baseline data

**Aug 30, 2009:** Utilize Curriculum and Instruction Materials (power point) to review the 5-5-3-3 District-Wide Strategies. Each month, the principal will "focus" on one strategy in the vocabulary and comprehension areas

**Person:** Principal

**Activity:** Staff Training on 5-5-3-3 District-wide strategies (overview)

**Aug 30, 2009:** Conduct a training focusing on the Vocabulary strategy: List Group Label

**Person:** Principal

**Activity:** Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Vocabulary Strategies

**Sep 30, 2009:** Conduct a training focusing on the vocabulary strategy: Concept Definition Map

**Person:** Principal

**Activity:** Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Vocabulary Strategies

**Oct 31, 2009:** Conduct a training focusing on the vocabulary strategy: Associations

**Person:** Principal

**Activity:** Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Vocabulary Strategies

**Nov 30, 2009:** Conduct a training focusing on the Vocabulary strategy: Quickwrite

**Person:** Principal

**Activity:** Staff Training on 5-5-3-3 District-wide strategies (overview)

**Dec 18, 2009:** Conduct a training focusing on the Vocabulary strategy: Enhancing Descriptive writing within the content

**Person:** Principal

**Activity:** Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Vocabulary Strategies

**Dec 20, 2009:** % of teachers who attend the training and implement the Comprehension and Vocabulary, Test Taking and Writing strategies in daily lessons.

**Person:** principal

**Activity:** Collect first semester/trimester follow up data

**Jan 30, 2010:** conduct a training focusing on the comprehension strategy: Making thinking visible

**Person:** Principal

**Activity:** Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Vocabulary Strategies

**Feb 28, 2010:** conduct a training focusing on the comprehension strategy: Note-taking and note-making

**Person:** Principal

**Activity:** Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Vocabulary Strategies

**Mar 30, 2010:** Conduct a training focusing on the comprehension strategy: Questioning

**Person:** Principal

**Activity:** Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Comprehension Strategies

**Apr 30, 2010:** Conduct a training focusing on the comprehension strategy: summarizing

**Person:** Principal

**Activity:** Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Comprehension Strategies

**May 25, 2010:** % of teachers who attend the training and implement the Comprehension and Vocabulary, Test Taking and Writing strategies in daily lessons.

**Person:** principal

**Activity:** Collect final semester/trimester follow up data

**May 25, 2010:** conduct a training focusing on the comprehension strategy: Discussion

**Person:** Principal

**Activity:** Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Comprehension Strategies

## Focused Student Group

**May 20, 2009:** Reading Coach will collect the final data from dibels and istep testing

**Person:** reading coach

**Activity:** Collect final semester/trimester follow up data

**Aug , 2009:** General Education Teacher, Title 1, and Special Education teacher will use intervention time to target black females in conventions and vocabulary

**Person:** jennifer Myers

**Activity:** Intervention strategies for black females

**Aug , 2009:** Using the SRI results teachers will use the suggested text to drive Language Arts curriculum

**Person:** Jennifer Myers

**Activity:** STPT meetings discussions over high risk black females in English Language Arts

**Aug 25, 2009:** Reading Coach will collect data from April 09 ISTEP testing

**Person:** reading coach

**Activity:** Collect baseline data

**Aug 30, 2009:** General Education Teacher, Title 1, and Special Education teacher will use intervention time to target black females in conventions and vocabulary

**Person:** jennifer Myers

**Activity:** Intervention strategies for black females

**Aug 30, 2009:** Using the SRI results teachers will use the suggested text to drive Language Arts curriculum

**Person:** Jennifer Myers

**Activity:** STPT meetings discussions over high risk black females in English Language Arts

**Sep 27, 2009:** General Education Teacher, Title 1, and Special Education teacher will use intervention time to target black females in conventions and vocabulary

**Person:** jennifer Myers

**Activity:** Intervention strategies for black females

**Sep 27, 2009:** Using the SRI results teachers will use the suggested text to drive Language Arts curriculum

**Person:** Jennifer Myers

**Activity:** STPT meetings discussions over high risk black females in English Language Arts

**Oct 25, 2009:** General Education Teacher, Title 1, and Special Education teacher will use intervention time to target black females in conventions and vocabulary

**Person:** jennifer Myers

**Activity:** Intervention strategies for black females

**Oct 25, 2009:** Using the SRI results teachers will use the suggested text to drive Language Arts curriculum

**Person:** Jennifer Myers

**Activity:** STPT meetings discussions over high risk black females in English Language Arts

**Nov 29, 2009:** General Education Teacher, Title 1, and Special Education teacher will use intervention time to target black females in conventions and vocabulary

**Person:** jennifer Myers

**Activity:** Intervention strategies for black females

**Nov 29, 2009:** Using the SRI results teachers will use the suggested text to drive Language Arts curriculum

**Person:** Jennifer Myers

**Activity:** STPT meetings discussions over high risk black females in English Language Arts

**Dec 10, 2009:** Reading Coach will collect data from dibels and predictors

**Person:** reading coach

**Activity:** Collect first semester/trimester follow up data

**Dec 27, 2009:** General Education Teacher, Title 1, and Special Education teacher will use intervention time to target black females in conventions and vocabulary

**Person:** jennifer Myers

**Activity:** Intervention strategies for black females

**Dec 27, 2009:** Using the SRI results teachers will use the suggested text to drive Language Arts curriculum

**Person:** Jennifer Myers

**Activity:** STPT meetings discussions over high risk black females in English Language Arts

**Jan 31, 2010:** General Education Teacher, Title 1, and Special Education teacher will use intervention time to target black females in conventions and vocabulary

**Person:** jennifer Myers

**Activity:** Intervention strategies for black females

**Jan 31, 2010:** Using the SRI results teachers will use the suggested text to drive Language Arts curriculum

**Person:** Jennifer Myers

**Activity:** STPT meetings discussions over high risk black females in English Language Arts

**Feb 28, 2010:** General Education Teacher, Title 1, and Special Education teacher will use intervention time to target black females in conventions and vocabulary

**Person:** jennifer Myers

**Activity:** Intervention strategies for black females

**Feb 28, 2010:** Using the SRI results teachers will use the suggested text to drive Language Arts curriculum

**Person:** Jennifer Myers

**Activity:** STPT meetings discussions over high risk black females in English Language Arts

**Mar 28, 2010:** General Education Teacher, Title 1, and Special Education teacher will use intervention time to target black females in conventions and vocabulary

**Person:** jennifer Myers

**Activity:** Intervention strategies for black females

**Mar 28, 2010:** Using the SRI results teachers will use the suggested text to drive Language Arts curriculum

**Person:** Jennifer Myers

**Activity:** STPT meetings discussions over high risk black females in English Language Arts

## Parent Involvement

, **0:** Attend Parent Liaison meeting with the Title 1 Facilitator

**Person:** Ms. Matthews

**Activity:** Parent Liaison Professional Development

, **0:** Provide parent liaison with materials, ideas and instructions for work packet

**Person:** Title 1 Staff

**Activity:** Parent Workshops

, **2009:** Schedule ESL assistants to attend parent workshops for translation

**Person:**

**Activity:** ESL Schools-Language barrier for parent involvement

, **2009:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have a parent room

**Person:**

**Activity:** Meeting place and time for parent workshops/meetings

, **2009:** Provide parent liaison with materials, ideas and instructions for work packet

**Person:** Title 1 Staff

**Activity:** Parent Workshops

, **2009:** Parent Liaison goes to all the meetings as scheduled

**Person:**

**Activity:** Title I parent Liaison meetings

**Mar 15, 2009:** Schedule ESL assistants to attend parent workshops for translation

**Person:**

**Activity:** ESL Schools-Language barrier for parent involvement

**Mar 15, 2009:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have a parent room

**Person:**

**Activity:** Meeting place and time for parent workshops/meetings

**Mar 15, 2009:** Parent Liaison goes to all the meetings as scheduled

**Person:**

**Activity:** Title I parent Liaison meetings

**Apr 12, 2009:** Schedule ESL assistants to attend parent workshops for translation

**Person:**

**Activity:** ESL Schools-Language barrier for parent involvement

**Apr 12, 2009:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have a parent room

**Person:**

**Activity:** Meeting place and time for parent workshops/meetings

**Apr 12, 2009:** Parent Liaison goes to all the meetings as scheduled

**Person:**

**Activity:** Title I parent Liaison meetings

**Apr 13, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator

**Person:** Ms. Matthews

**Activity:** Parent Liaison Professional Development

**May 13, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator

**Person:** Ms. Matthews

**Activity:** Parent Liaison Professional Development

**May 15, 2009:** Provide parent liaison with materials, ideas and instructions for work packet

**Person:** Title 1 Staff

**Activity:** Parent Workshops

**May 17, 2009:** Schedule ESL assistants to attend parent workshops for translation

**Person:**

**Activity:** ESL Schools-Language barrier for parent involvement

**May 17, 2009:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have a parent room

**Person:**

**Activity:** Meeting place and time for parent workshops/meetings

**May 17, 2009:** Parent Liaison goes to all the meetings as scheduled

**Person:**

**Activity:** Title I parent Liaison meetings

**Jun 13, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator

**Person:** Ms. Matthews

**Activity:** Parent Liaison Professional Development

**Jun 14, 2009:** Schedule ESL assistants to attend parent workshops for translation

**Person:**

**Activity:** ESL Schools-Language barrier for parent involvement

**Jun 14, 2009:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have a parent room

**Person:**

**Activity:** Meeting place and time for parent workshops/meetings

**Jun 14, 2009:** Parent Liaison goes to all the meetings as scheduled

**Person:**

**Activity:** Title I parent Liaison meetings

**Jun 15, 2009:** Provide parent liaison with materials, ideas and instructions for work packet

**Person:** Title 1 Staff

**Activity:** Parent Workshops

**Jul 12, 2009:** Schedule ESL assistants to attend parent workshops for translation

**Person:**

**Activity:** ESL Schools-Language barrier for parent involvement

**Jul 12, 2009:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have a parent room

**Person:**

**Activity:** Meeting place and time for parent workshops/meetings

**Jul 12, 2009:** Parent Liaison goes to all the meetings as scheduled

**Person:**

**Activity:** Title I parent Liaison meetings

**Jul 13, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator

**Person:** Ms. Matthews

**Activity:** Parent Liaison Professional Development

**Jul 15, 2009:** Provide parent liaison with materials, ideas and instructions for work packet

**Person:** Title 1 Staff

**Activity:** Parent Workshops

**Aug , 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator

**Person:** Ms. Matthews

**Activity:** Parent Liaison Professional Development

**Aug 13, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator

**Person:** Ms. Matthews

**Activity:** Parent Liaison Professional Development

**Aug 15, 2009:** Provide parent liaison with materials, ideas and instructions for work packet

**Person:** Title 1 Staff

**Activity:** Parent Workshops

**Aug 16, 2009:** Schedule ESL assistants to attend parent workshops for translation

**Person:**

**Activity:** ESL Schools-Language barrier for parent involvement

**Aug 16, 2009:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have a parent room

**Person:**

**Activity:** Meeting place and time for parent workshops/meetings

**Aug 16, 2009:** Parent Liaison goes to all the meetings as scheduled

**Person:**

**Activity:** Title I parent Liaison meetings

**Aug 25, 2009:** Visits Homes

**Person:** Parent Liaison

**Activity:** Parent Workshops

**Sep 13, 2009:** Schedule ESL assistants to attend parent workshops for translation

**Person:**

**Activity:** ESL Schools-Language barrier for parent involvement

**Sep 13, 2009:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have a parent room

**Person:**

**Activity:** Meeting place and time for parent workshops/meetings

**Sep 13, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator

**Person:** Ms. Matthews

**Activity:** Parent Liaison Professional Development

**Sep 13, 2009:** Parent Liaison goes to all the meetings as scheduled

**Person:**

**Activity:** Title I parent Liaison meetings

**Sep 15, 2009:** Provide parent liaison with materials, ideas and instructions for work packet

**Person:** Title 1 Staff

**Activity:** Parent Workshops

**Sep 25, 2009:** Visits Homes

**Person:** Parent Liaison

**Activity:** Parent Workshops

**Oct 11, 2009:** Schedule ESL assistants to attend parent workshops for translation

**Person:**

**Activity:** ESL Schools-Language barrier for parent involvement

**Oct 11, 2009:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have a parent room

**Person:**

**Activity:** Meeting place and time for parent workshops/meetings

**Oct 11, 2009:** Parent Liaison goes to all the meetings as scheduled

**Person:**

**Activity:** Title I parent Liaison meetings

**Oct 13, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator

**Person:** Ms. Matthews

**Activity:** Parent Liaison Professional Development

**Oct 15, 2009:** Provide parent liaison with materials, ideas and instructions for work packet

**Person:** Title 1 Staff

**Activity:** Parent Workshops

**Oct 25, 2009:** Visits Homes

**Person:** Parent Liaison

**Activity:** Parent Workshops

**Nov 13, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator

**Person:** Ms. Matthews

**Activity:** Parent Liaison Professional Development

**Nov 15, 2009:** Schedule ESL assistants to attend parent workshops for translation

**Person:**

**Activity:** ESL Schools-Language barrier for parent involvement

**Nov 15, 2009:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have a parent room

**Person:**

**Activity:** Meeting place and time for parent workshops/meetings

- Nov 15, 2009:** Provide parent liaison with materials, ideas and instructions for work packet  
**Person:** Title 1 Staff  
**Activity:** Parent Workshops
- Nov 15, 2009:** Parent Liaison goes to all the meetings as scheduled  
**Person:**  
**Activity:** Title I parent Liaison meetings
- Nov 25, 2009:** Visits Homes  
**Person:** Parent Liaison  
**Activity:** Parent Workshops
- Dec 13, 2009:** Schedule ESL assistants to attend parent workshops for translation  
**Person:**  
**Activity:** ESL Schools-Language barrier for parent involvement
- Dec 13, 2009:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have a parent room  
**Person:**  
**Activity:** Meeting place and time for parent workshops/meetings
- Dec 13, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator  
**Person:** Ms. Matthews  
**Activity:** Parent Liaison Professional Development
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**Person:**  
**Activity:** Title I parent Liaison meetings
- Dec 15, 2009:** Provide parent liaison with materials, ideas and instructions for work packet  
**Person:** Title 1 Staff  
**Activity:** Parent Workshops
- Dec 25, 2009:** Visits Homes  
**Person:** Parent Liaison  
**Activity:** Parent Workshops
- Jan 13, 2010:** Attend Parent Liaison meeting with the Title 1 Facilitator  
**Person:** Ms. Matthews  
**Activity:** Parent Liaison Professional Development
- Jan 15, 2010:** Provide parent liaison with materials, ideas and instructions for work packet  
**Person:** Title 1 Staff  
**Activity:** Parent Workshops
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**Person:** Parent Liaison  
**Activity:** Parent Workshops

**Feb 13, 2010:** Attend Parent Liaison meeting with the Title 1 Facilitator  
**Person:** Ms. Matthews  
**Activity:** Parent Liaison Professional Development

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**Person:**  
**Activity:** ESL Schools-Language barrier for parent involvement

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**Person:**  
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**Person:** Title 1 Staff  
**Activity:** Parent Workshops

**Feb 25, 2010:** Visits Homes  
**Person:** Parent Liaison  
**Activity:** Parent Workshops

**Mar 13, 2010:** Attend Parent Liaison meeting with the Title 1 Facilitator  
**Person:** Ms. Matthews  
**Activity:** Parent Liaison Professional Development

**Mar 14, 2010:** Schedule ESL assistants to attend parent workshops for translation  
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**Mar 25, 2010:** Visits Homes  
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**Apr 25, 2010:** Visits Homes

**Person:** Parent Liaison

**Activity:** Parent Workshops

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**Person:** Title 1 Staff

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**Person:**

**Activity:** Meeting place and time for parent workshops/meetings

**May 16, 2010:** Parent Liaison goes to all the meetings as scheduled

**Person:**

**Activity:** Title I parent Liaison meetings

**May 25, 2010:** Visits Homes

**Person:** Parent Liaison

**Activity:** Parent Workshops

## **Timely Additional Assistance**

**Aug , 2009:** During STPT meetings we will discuss red and yellow dibels students along with grouping and progress

**Person:** STPT members

**Activity:** STPT monthly group discussion

**Aug 30, 2009:** During STPT meetings we will discuss red and yellow dibels students along with grouping and progress

**Person:** STPT members

**Activity:** STPT monthly group discussion

**Sep 27, 2009:** During STPT meetings we will discuss red and yellow dibels students along with grouping and progress

**Person:** STPT members

**Activity:** STPT monthly group discussion

**Oct 25, 2009:** During STPT meetings we will discuss red and yellow dibels students along with grouping and progress

**Person:** STPT members

**Activity:** STPT monthly group discussion

**Nov 29, 2009:** During STPT meetings we will discuss red and yellow dibels students along with grouping and progress

**Person:** STPT members

**Activity:** STPT monthly group discussion

**Dec 27, 2009:** During STPT meetings we will discuss red and yellow dibels students along with grouping and progress

**Person:** STPT members

**Activity:** STPT monthly group discussion

**Jan 31, 2010:** During STPT meetings we will discuss red and yellow dibels students along with grouping and progress

**Person:** STPT members

**Activity:** STPT monthly group discussion

**Feb 28, 2010:** During STPT meetings we will discuss red and yellow dibels students along with grouping and progress

**Person:** STPT members

**Activity:** STPT monthly group discussion

**Mar 28, 2010:** During STPT meetings we will discuss red and yellow dibels students along with grouping and progress

**Person:** STPT members

**Activity:** STPT monthly group discussion

## Continuous Improvement Timeline

	<b>First Year Schools</b>	<b>Second Year Schools</b>	<b>Third Year and Beyond Schools</b>
Oct	<p>Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i></p>	<p>New Steering Team Member (optional) Session 1: <u>Improvement Plan Implementation</u></p>	<p>New Steering Team Member (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u></p>
Nov	<p><u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</i></p>
Dec	<p>Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i></p>		<p>Session 2: <u>SIP Evaluation &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>
Jan	<p>Session 4: <u>Areas of Concern &amp; Research Assignments</u> <i>Local Mtgs: Areas of Concern</i></p>	<p>Session 2: <u>SIP Review &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>	
	<p>Session 5:</p>		
Feb 3	<p>Session 6: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i></p>	<p><u>InSAI Conference on Learning</u> (optional)</p>	<p><u>InSAI Conference on Learning</u> (optional)</p>
Feb / Mar	<p>Session 7: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i></p>	<p>Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>	<p>Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>
Apr	<p><i>1st Fri. in April: All submissions due online</i></p>	<p><i>1st Fri. in April: All submissions due online</i></p>	<p><i>1st Fri. in April: All submissions due online</i></p>
	<p>Session 7: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>
May	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>